

SC Annual School Report Card Summary

LEXINGTON 4 EARLY CHILDHOOD
Lexington 4
Grades: PK-K **Enrollment: 558**
Principal: Lillian Atkins
Superintendent: Linda G. Lavender, Ph.D.
Board Chair: Mr. Jefford Hart, Jr.

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		AYP STATUS	NCLB IMPROVEMENT STATUS
			General Performance	Closing the Gap		
2011	N/A	N/A	TBD	TBD	Not Met	N/A
2010	N/A	N/A	N/A	N/A	N/A	N/A
2009	N/A	N/A	N/A	N/A	N/A	N/A

ABSOLUTE RATING OF PRIMARY SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
11	0	0	0	0

*Ratings are calculated with data available by 11/03/2011. Schools with Students Like Ours are Primary Schools with Poverty Indices of no more than 5% above or below the index for this school.

PRIME INSTRUCTIONAL TIME

Our School	Median Primary School
85.2%	89.6%

STUDENT-TEACHER RATIO IN CORE SUBJECTS

Our School	Median Primary School
9.0 to 1	20.0 to 1

TEACHERS WITH ADVANCED DEGREES

Our School	Median Primary School
66.7%	62.9%

TEACHERS RETURNING FROM PREVIOUS YEAR

Our School	Median Primary School
N/A	89.9%

PERCENT OF PARENTS ATTENDING CONFERENCES

Our School	Median Primary School
100.0%	100.0%

DAYS OF PROFESSIONAL DEVELOPMENT*

Our School	Median Primary School
7.0 days	12.7 days

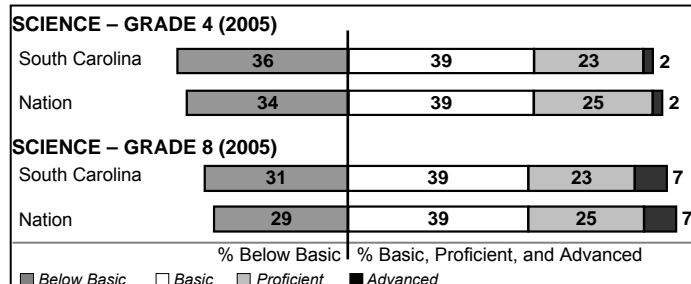
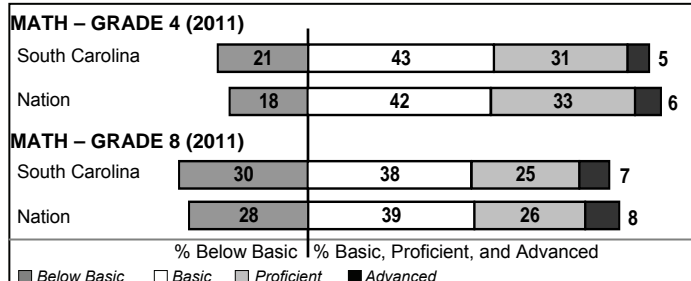
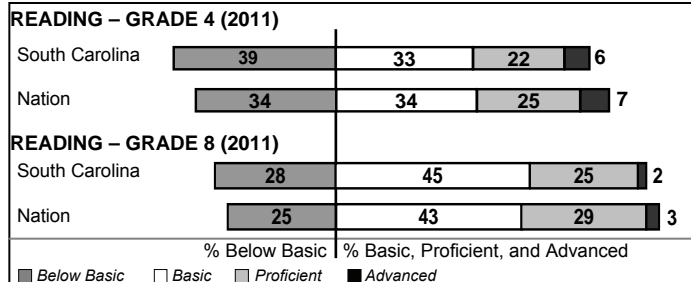
*Professional development days should be devoted exclusively to knowledge and skills in working with children less than eight years old.

Types Of Accreditation (More Than One May Apply)

	Not pursuing accreditation
	Conducting a self-study
X	South Carolina Department of Education
	Southern Association of Colleges and Schools
X	American Montessori Society
	National Association for the Education of Young Children

NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2020 Vision:
By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined
 NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

LEXINGTON 4 EARLY CHILDHOOD [Lexington 4]

SCHOOL PROFILE

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n=558)				
Retention rate	0.0%	N/A	1.7%	3.1%
Attendance rate	93.4%	N/A	95.4%	95.3%
With disabilities other than speech	0.0%	N/A	0.7%	0.8%
Older than usual for grade	0.0%	N/A	0.0%	0.0%
Teachers (n=33)				
Teachers with advanced degrees	66.7%	N/A	67.6%	62.9%
Continuing contract teachers	97.0%	N/A	91.2%	90.5%
Teachers returning from previous year	N/A	N/A	91.0%	89.9%
Teacher attendance rate	92.9%	N/R	94.9%	95.0%
Average teacher salary*	\$46,350	I/S	\$48,341	\$46,658
Classes not taught by highly qualified teachers	0.0%	N/A	0.0%	0.0%
Professional development days/teacher	29.4 days	N/R	17.9 days	15.7 days
School				
Principal's years at school	0.0	N/R	6.0	6.0
Student-teacher ratio in core subjects	9.0 to 1	N/R	20.5 to 1	20.0 to 1
Prime instructional time	85.2%	N/R	89.7%	89.6%
Opportunities in the arts	Poor	N/R	Good	Good
SACS accreditation	No	N/R	Yes	Yes
Character development program	Excellent	N/R	Excellent	Excellent
Dollars spent per pupil**	N/A	N/A	\$7,300	\$7,129
Percent of expenditures for instruction**	N/A	N/A	69.6%	69.6%
Percent of expenditures for teacher salaries**	N/A	N/A	66.5%	66.4%
% of AYP objectives met	0.0%		88.2%	94.1%

* Length of contract = 185+ days.

** Prior year audited financial data available.

EVALUATION RESULTS

	Teachers
Number of surveys returned	21
Percent satisfied with learning environment	100.0%
Percent satisfied with social and physical environment	100.0%
Percent satisfied with school-home relations	85.7%

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Vision: Collaboration that establishes a foundation for all students to become successful life-long learners and responsible members of the community

The Lexington 4 Early Childhood Center first opened its doors in August 2010. The school serves all 3K, 4K, and 5K students in the district offering a full day of school to all ages. Professional Learning at the ECC focuses on a vision of collaboration that immerses children in a culture of learning and personal responsibility that will serve them throughout their school careers and beyond. Faculty members meet weekly in collaborative groups as a part of our Response to Intervention process allowing teachers, the literacy coach, the school counselor, and administrators to plan interventions for those students whose progress indicates a need for increased support and more focused instruction in order to accelerate learning. Faculty study groups focus on teaching children who live in poverty, writing with early learners, supporting students with behavioral issues, and increasing the oral vocabulary of students. Twenty two teachers completed or are in the process of acquiring certification in the Montessori Method either thorough a district cohort with Lander University or MTTI and Columbia College. Faculty and staff at the ECC take a scholarly approach to our own learning in order to increase student achievement.

Mission: We provide meaningful, active, developmentally appropriate engagements in a safe and nurturing environment for all learners.

The ECC fulfills its mission through two state-approved curricula choices. 5K students may choose either Creative Curriculum or the Montessori Method. Both methodologies provide hand-on learning experiences. Creative Curriculum provides for a traditional single age classroom with whole group, small group, and center based instruction. The Montessori Method provides a multi-age classroom with an individualized approach to learning. Students may stay with their Montessori teacher for all three years at the ECC providing continuity in learning. 3K and 4K students are served in Montessori classes. The ECC was designed to enhance the way young children learn. Each class has an extended outdoor learning area that is easily accessible and visible to children and teachers. Children are engaged in learning and caring for their environment both inside and outside throughout the school day. Students and teachers eat lunch family-style in their classrooms. They share in the preparation for eating together around tables, serve themselves, pass the food to the friends or teachers sitting beside them, and join in conversation that leads to increased vocabularies and opportunities to extend classroom learning.

Motto: A Caring Place for Growing Learners

The ECC seeks to be a place for the whole family and the community at large. The ECC is home to the district's Adult Education program and First Steps. First Step Parent Educators and the ECC's guidance counselor, literacy coach, and behavior interventionist plan our highly popular parenting program called PALS, which stands for Promoting: Achievement, Learning, and Success. PALS sessions are offered monthly as a way to fellowship with other parents, grow learning of curriculum and parenting, and provide quality time for families to spend with their children. At each session parents are given a book to add to their home library. PALS achieved a 378% increase in attendance during the 2010-2011 school year. Families of children from birth to three who participated in First Steps were actively involved in PALS as well. The School Improvement Council also serves as the Parent Teacher Organization steering committee. That group is committed to the idea of serving families and young children by connecting them with community services. A Community Outreach Fair offered families the opportunity to learn about and find support with community based services.

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